**Teacher Candidate Summary Evaluation Form [tentative]**

The *Teacher Candidate Summary Evaluation Form[TCSEF]* is to be completed by the Mentor Teacher and University Supervisor at the end of each student teaching field experience (and at midterm of a 16-week placement), and in conjunction with the *Dispositions Form* and formal *Observational Feedback Forms* provide performance evaluation data of the student teaching field experience/s. The *TCSEF*  and *Disposition Form* links will be provided to the Mentor Teacher and University Supervisor, and should be completed within one week after the end of a field experience placement.

The purpose of this form is to evaluate the Teacher Candidate based on the following information:

1. *Formal Observational Feedback* (mentor teacher/s and university supervisor) d. Video recordings and Reflections
2. Unit Plan and Lesson Plans and their implementation e. Weekly (daily) Reflections
3. Progress toward goals identified via the *Goal Setting and Tracking Form* f. Other (TBD\*) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(to be determined as needed to ensure professional growth\*)

**Evaluation Rating Descriptions:** 4 = Advanced 3 = Target 2 = Developing 1 = Unacceptable

**Teacher Candidate** Click here to enter text. **Evaluation Date** Click here to enter a date.

**School** Click here to enter text. **Grade Level** Click here to enter text. **Evaluator Name** Click here to enter text.

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| **Construct 1: Learner and Learning** | **1** | **2** | **3** | **4** |
| 1. The teacher candidate plans instruction based on learning needs and the developmental  levels of all diverse learners, including those with exceptionalities. |  |  |  |  |
| 2. The teacher candidate recognizes and fosters individual differences to establish a positive  classroom culture. |  |  |  |  |
| 3. The teacher candidate establishes a classroom environment conducive to learning, and based on safety, fairness, respect, and educational equity. |  |  |  |  |
| 4. The teacher candidate had a positive impact on student learning. |  |  |  |  |
| 5. The teacher candidate establishes behavioral expectations and consistently applies the expectations while proactively addressing off-task behaviors. |  |  |  |  |
| 6. The teacher candidate promotes respectful and productive interactions with, between, and among students |  |  |  |  |
| *Kansas Standard/s: 1, 2, 3, 4, 5, 6, 7*InTASC Standards: 1, 2, 3 **Overall rating for Construct 1** |  |  |  |  |

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| **Construct 2: Instructional Practice and Content Knowledge** | **1** | **2** | **3** | **4** |
| 1. The teacher candidate uses methods and techniques that are effective in meeting student needs, including strategies to differentiate and scaffold information. |  |  |  |  |
| 2. The teacher candidate utilizes technology to engage and challenge learners in a variety of learning situations. |  |  |  |  |
| 3. The teacher candidate demonstrates a thorough knowledge of content. |  |  |  |  |
| 4. The teacher candidate uses time effectively during instruction, transitions, handing out materials, and utilizing technology. |  |  |  |  |
| 5. The teacher candidate provides a variety of innovative applications of knowledge which  motivates learner understanding between and within subject areas. |  |  |  |  |
| 6. The teacher candidate uses time effectively during instruction, transitions, handing out materials, and utilizing technology. |  |  |  |  |
| 7. The teacher candidate maintains professional control of classroom behaviors. |  |  |  |  |
| *Kansas Standard/s: 1, 2, 4, 6, 7, 10, 11, 12*InTASC Standards: 4,5,7, 8  **Overall rating for Construct 2** |  |  |  |  |

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| **Construct 3: Assessment** | **1** | **2** | **3** | **4** |
| 1. The teacher candidate plans and implements lessons aligned with content standards |  |  |  |  |
| 2. The teacher candidate uses varied assessments (formative and summative) to measure learner progress. |  |  |  |  |
| 3. The teacher candidate is consistently prepared to teach daily and longitudinally. |  |  |  |  |
| 4. The teacher candidate engages students in learning activities that develop higher order thinking skills. |  |  |  |  |
| *Kansas Standard/s: 1, 3, 4, 5, 7, 8, 9, 12*InTASC Standards: 6  **Overall rating for Construct 3** |  |  |  |  |

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| **Construct 4: Professional Responsibility** | **1** | **2** | **3** | **4** |
| 1. The teacher candidate engages in reflection and continuous growth. |  |  |  |  |
| 1. The teacher candidate participates in collaboration and leadership opportunities. |  |  |  |  |
| 1. The teacher candidate maintains professional control of classroom behaviors |  |  |  |  |
| 1. The teacher candidate analyzes and reflects on student data to impact student learning growth using formative and summative assessments. |  |  |  |  |
| 1. The teacher candidate consistently demonstrates professional attire, dispositions, and communication skills throughout the student teaching field experiences. |  |  |  |  |
| *Kansas Standard/s: 1, 2, 3, 6, 9, 10, 12, 13* InTASC Standards: 9, 10  **Overall rating for Construct 4** |  |  |  |  |

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| **Overall Rating** | **1** | **2** | **3** | **4** |
| Construct 1: **Learner and Learning** |  |  |  |  |
| Construct 2: **Instructional Practice and Content Knowledge** |  |  |  |  |
| Construct 3: **Assessment** |  |  |  |  |
| Construct 4: **Professional Responsibility** |  |  |  |  |
| **TOTAL** |  |  |  |  |